

# 21<sup>st</sup> CCLC FY 2013 Request for Proposals

Bidder's Technical Assistance Workshop  
August 7, 2012

# Population to be Served

- Students who attend schools with **at least 40%** low income families, or those schools eligible for Title I schoolwide programs (not necessarily receiving Title I funds)—**REQUIRED AS ABSOLUTE PRIORITY**
- Students in prekindergarten through grade 12
- Families of students served in the program
  - Includes homeless and their caretakers/guardians

# Eligible Applicants

- Local Education Agency (LEA)
  - public school districts
  - public university lab schools approved by ISBE
  - state-authorized charter schools
  - area vocational centers
  
- Community based organizations (CBO)
  
- Faith based organizations (FBO)

# Eligible Applicants

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- Public and private entities
- Consortium of eligible organizations
- Regional Office of Education (ROE)/Intermediate Service Center (ISC) offices that coordinate activities for LEAs or others

# Eligible Applicants

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- NOTE: Previously funded grantees are eligible to apply so long as they have received not more than one prior 21<sup>st</sup> CCLC grant award to provide the same complement of services. Applicants under this RFP are limited to not more than two grant awards (i.e., two separate grant periods) for the provision of the same 21<sup>st</sup> CCLC services.

# Applicant Status

- New Applicant
- Previously Funded Applicant

Note: Schools receiving specific services under the 21<sup>st</sup> CCLC grant are restricted to participating with only one entity for the same service. Therefore, applications that propose services to schools that are currently being served by another 21<sup>st</sup> CCLC grant **WILL NOT BE FUNDED.**

- Link to schools being served:

[http://www.isbe.net/21cclc/pdf/schools\\_served.pdf](http://www.isbe.net/21cclc/pdf/schools_served.pdf)

# New Applicants

- An entity that has never received a grant under the 21st CCLC Program;
- An entity that currently has a 21<sup>st</sup> CCLC grant or had received a grant in the past and wishes to apply for new funds to serve **only** schools for which the applicant has not received 21st CCLC funds during any other grant cycle; or
- An entity that has a current 21<sup>st</sup> CCLC grant and is applying for funds to expand or enhance services (i.e., new grade levels or age ranges of students) in schools currently being served.

# Previously Funded Applicants

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- An entity whose grant has expired or will expire at the end of FY 2012 and is applying for funds to serve one or more schools to which it has previously provided the same complement of services under a preceding grant.



# Joint Applications

- A consortium of two or more eligible applicants may apply
- An administrative agent must be designated
- The joint proposal must have the signature of each district superintendent/authorized official
- Co-applicants can submit multiple proposals
- Priority consideration will be given to applicants that submit a joint application between an LEA and at least one public or private community organization

# Grant Award

- Federal Funding available is approximately \$15 million
- New Grantees
  - Minimum \$50,000 to maximum \$150,000
- Previously Funded Grantee
  - Annual grant awards will be limited to an amount that does not exceed the amount received in the last year of the preceding grant

# Grant Period

- Grant Period: Grants under this RFP will be offered for a five-year period. The initial grant period will begin no sooner than November 1, 2012 and will extend from the execution date of the grant until June 30, 2013. Successful applicants may reapply via continuing application for up to four additional years (i.e., FYs 2014, 2015, 2016, and 2017).

# Grant Award

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Previously funded applicants must contact Kristy Jones at ISBE via email at [kjones@isbe.net](mailto:kjones@isbe.net) to determine the amount of funding that may be requested.

# Application Deadline

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- Documents in the original proposal must bear original signatures of the official(s) authorized to act on behalf of the applicant
- Applications must be received **no later than 5:00 p.m. on Tuesday, September 18, 2012**
- Applicants will not be notified of missing components prior to the review process

# Application Deadline

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- Mail the original application plus four additional copies and two electronic copies provided on separate compact discs to

Mike Hatfill  
Illinois State Board of Education  
Innovation and Improvement Division  
Mail Code N-242  
100 North First Street  
Springfield, Illinois 62777-0001

# Background

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## Programs **must**:

- Provide a safe environment for students when school is not in session including safe travel accommodations to and from the center and home

## Programs **can**:

- Offer elements of Full Service Community Schools (FSCS)

# Background

**The purpose of the program is to provide opportunities for communities to establish or expand activities in community learning centers that serve primarily students who attend eligible schools with a high concentration of students from low-income families:**

- Provide academic and enrichment opportunities for children in grades pre-kindergarten through 12 (Pk-12) particularly to help those children who attend high-poverty and low-performing schools meet state and local student academic achievement standards in core academic subjects.
- *Core academic subjects include: English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography;*



# Background

- Offer academic, artistic, and cultural enrichment opportunities to students and their families. Student activities must be provided during non-school hours (before or after school) or periods when school is not in session (including holidays, weekends, or summer recess). Family activities, however, are not restricted to non-school hours and may take place at any time;
- Offer students a broad array of additional services, programs, and activities that are designed to reinforce and complement the regular academic programs of participating students. Activities may include youth development activities, drug and violence prevention programs, counseling programs, art, music, and recreation programs, technology education programs, and character education programs; and
- Offer literacy and related educational services to the families of participating children.

# GRANT COMPETITION PRIORITIES

**Applicants may receive up to 30 additional points if the proposal has a score of 70 or higher and addresses the following areas:**

- Serving a school in Federal Academic Improvement or State Academic Status and submit a joint application between one LEA receiving funds under Title I, Part A, and at least one public or private community organization (5 points)
- Lowest Performing Schools and are submitting a joint application (10 points )
- Implementing Innovative Promising Practices (10 points)
- Having a Middle or High School program (5 points)

# GRANT COMPETITION PRIORITIES

## Serving schools in Federal Academic Improvement or State Academic Status:

5 priority points will be given to applicants that -

- Propose to serve only students who attend Title I, Part A funded schools and are identified for federal improvement status or proposes to serve only students who attend schools that do not receive Title I funding but are in state Academic Early Warning status or Academic Watch status; AND
- Submit a joint application between at least one LEA receiving funds under Title I, Part A, and at least one public or private community/faith based organization.

# GRANT COMPETITION PRIORITIES

## Serving schools in Federal Academic Improvement or State Academic Status:

**New Applicants – must propose to serve only schools that are either in federal improvement or state academic status.**

**To verify the status of schools see the school report card at <http://webprod.isbe.net/ereportcard/publicsite/getsearchcriteria.aspx>**

**<http://www.isbe.net/research/htmls/improvement.htm>**

# GRANT COMPETITION PRIORITIES

## Serving schools in Federal Academic Improvement or State Academic Status (cont.):

Previously Funded Applicants – Must meet the two conditions listed above, except that a previously funded applicant may continue to provide services to schools that are no longer in academic status but were previously funded by a 21st CCLC grant that has expired or will expire at the end of FY 2012 without jeopardizing its ability to receive the 5 competitive priority points if the applicant proposes to serve at least one school that is in academic status.

# GRANT COMPETITION PRIORITIES

## Lowest Performing Schools:

- 10 Priority points will be given to applicants who –
- Propose to serve the lowest performing schools on the Tier I or Tier II list **and**
  - Submit a joint application between at least one LEA receiving funds under Title I, Part A and at least one public or private community organization

[http://www.isbe.net/SFSF/pdf/tier1\\_11.pdf](http://www.isbe.net/SFSF/pdf/tier1_11.pdf)

[http://www.isbe.net/SFSF/pdf/tier2\\_11.pdf](http://www.isbe.net/SFSF/pdf/tier2_11.pdf)

# GRANT COMPETITION PRIORITIES

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## **Innovative & Promising Practices:**

10 priority points will be given to applicants who propose to implement programs that are innovative and incorporate promising practices **and** are submitted as a joint application between at least one LEA receiving funds under Title I, Part A and at least one public or private community organization.

# GRANT COMPETITION PRIORITIES

## Serving Middle and High Schools:

5 priority points will be given to applicants who propose to serve eligible middle schools or high schools and are submitted as a joint application between at least one LEA receiving funds under Title I, Part A and at least one public or private community organization. For the purpose of this RFP.

Middle schools are defined as eligible schools that contain exclusively grades 5 through 8; 6 through 8; or 7 through 8.

High schools are defined as eligible schools that serve any combination of grades 9 through 12 and that grant a diploma upon completion.





# 21<sup>st</sup> CCLC

## PROGRAM SPECIFICATIONS

## PROGRAM DESIGN

# Program Design

## Program Purpose: 21st CCLCs

- Offer high-quality academic, artistic, and cultural enrichment opportunities to students and their families during non-school hours (i.e., before or after school) or periods when school is not in session.
- Provide programs for students who attend high poverty and low performing schools and are designed to assist students in meeting state and local academic achievement standards in core academic subjects.
- Provide activities targeting adult family members and prekindergarten children that may take place during regular school hours, as these times may be the most suitable for serving these populations.

# Needs Assessment

## **Applicants must conduct a local needs and resources assessment.**

- The needs assessment should incorporate an appraisal of the cognitive, social, emotional, physical, and moral development needs of the youth population to be served.
- The resources assessment should include, at a minimum, an appraisal of the availability of community resources (e.g., drug and violence prevention programs; counseling programs; art, music, and recreation programs; technology education programs; and character education programs).
- A gap analysis must be conducted on the data collected including an identification of the strengths and weaknesses of the youth developmental needs, parent and family engagement needs and available community services.

# Collaboration Requirement

- Each non-LEA applicant must actively collaborate with the LEAs and school(s) from which participating students attend to develop and implement the proposed program.
- Evidence of the collaboration must be illustrated through meeting documentation that includes references to shared vision building, planned results or outcomes, mutually identified goals, intervention strategies, and activities.

# Allowable Activities

- Remedial and provisional education activities and academic enrichment learning programs
- Reading, math, and science education including real world applications or Career and Technical Education integration
- State led Science, Technology, Engineering, Mathematics (STEM) activities
- Arts and music education
- Entrepreneurial education
- Drug and violence prevention programs, counseling and character education

# Allowable Activities

- Tutoring and mentoring service
- Activities for limited English proficient students
- Recreational Activities
- Expanded library hours
- Telecommunications and technology education including online learning
- Parental involvement and family literacy
- Assistance to students who have been truant, suspended, or expelled to help students improve academic achievement
- Elements of full service schools

# Implementing Activities Based on Rigorous Scientific Research:

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The authorizing statute provides principles of effectiveness (see Program Specifications - Program Evaluation section) to guide applicants in successfully identifying and implementing programs and activities that can directly enhance student learning, one of which includes activities based on scientific research. As defined in Title IX of ESEA, scientifically-based research:

# Implementing Activities Based on Rigorous Scientific Research:

- Employs systematic, empirical methods that draw on observation and experiment;
- Involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;
- Relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;



# Implementing Activities Based on Rigorous Scientific Research:

- Is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment, experiments, or other designs to the extent that those designs contain within-condition or across-condition controls;
- Ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on the findings; and
- Has been accepted by a peer-reviewed journal or approved by a panel of independent experts.

# Academic Program

The academic program **must** be aligned to the respective schools' curricula, and must help students meet the **Illinois Learning Standards** as well as local standards in the core academic subjects.

They must complement and enhance the academic performance, achievement, and **positive youth development\*** of the students.

# Academic Program

\*Positive youth development refers to a philosophy and approach to working with young people that recognizes that:

- multiple domains of young people's development (i.e., cognitive, social, emotional, physical, and moral) are interconnected;
- all young people have strengths and prior knowledge that serve as a platform for subsequent development; and
- young people are active agents of their own growth and development.

# High School Credit

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In some circumstances, 21st CCLC program funds may be used to offer programs or activities for which participants may receive credit toward high school graduation.

Funds used for this purpose must supplement and not supplant other federal, state, and locally funded programs. In other words, 21st CCLC funds may not be used to pay for activities or programs that would otherwise have been provided from other public funds in the absence of the 21st CCLC program.

# Hours of Operation

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## Service Times:

- 12 hours per week
- 28 weeks per year not including summer
- Before or after school
- Weekend, Vacations, Summer
- Days when school is not in session

# Secular Programs

- All programs and services provided to students and their families **must** be secular, neutral, and non-ideological.

**Examples of types of religious activities which are prohibited:**

- Bible verses for handwriting
- Praying before snack
- Memory exercise with religious verses
- Bible trivia
- Spelling of religious words

# Family Services

- Services provided with 21st CCLC funds to adult family members must be meaningful and ongoing. Accordingly, services that are episodic or non-recurring, such as Family Nights and special events, do not fulfill the mission of the program and should not be proposed for funding.

# Family Services cont.

- Family services are required. They must be of an ongoing nature, not episodic or special events only. Examples of services:
  - GED classes
  - Citizenship classes
  - Literacy
  - Parenting
  - Social services
  - ESL classes
  - Computer classes
  - Enrichment or recreation opportunities



# Prekindergarten Services

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- Applicants may propose services to prekindergarten children.
- Program activities must be designed to prepare the preschool children to succeed in school.

# Equitable Participation of Private and Public School Students

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- **Must** consult with public/private school officials during the design and development of the services described in the application
- Program services **must** be secular, neutral, and non-ideological
- Sign off is required—Attachments 11A and 11B

# Professional Development


- Professional development activities that support the delivery of high quality programs and are pursuant to the needs of the program are encouraged.
- Out of state travel requests are **required** 45 days prior to utilizing the grant funds for this purpose except for the 21<sup>st</sup> CCLC Summer Institute.
- All grantees must attend ISBE sponsored workshops and trainings, and as such, applicants are advised to include funding requests in their proposals appropriate to the travel costs associated with attendance at required professional development activities.

# ISBE Sponsored Professional Development

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## Required workshops

- New Grantee Workshop
- Annual Fall Kickoff
- Annual Spring Workshop
- Other opportunities as announced



# 21<sup>st</sup> CCLC

## **PROGRAM EVALUATION**

# Principles of Effectiveness

Community Learning Center Programs **must** be based on

- An assessment of objective data regarding the need for before- and after-school programs and activities in the schools and communities
- An established set of performance measures aimed at ensuring the availability of high quality academic enrichment opportunities
- If appropriate, scientifically based research that provides evidence that the program or activity will help students meet the Illinois Learning Standards and local student academic achievement standards

# Evaluation Requirements

State Evaluation participation **required** (data collection and submission)

Annual local evaluation **required**

- **Must** assess the quality of the academic enrichment component and the academic progress of the children enrolled in the 21<sup>st</sup> CCLC program
- **Must** be based on the principles of effectiveness
- **Must** evaluate the implementation of the statewide objectives and the local goals and objectives submitted as part of the initial grant proposal

# Evaluation Requirements

Results **must** be:

- Used to show progress in meeting goals and objectives
- Used to refine, improve, and strengthen the program
- Made available to the public and ISBE upon request

Copy of Program Evaluation **required** from previously funded applicants which is attached as Appendix C.



# Evaluation Plan Requirements

- Have a compelling rationale for the selected approach;
- Be technically sound;
- Be clearly tied to the goals and objectives;
- Describe the methods to be used to gather, organize and analyze data;
- Identify the quantitative and qualitative data to be collected
- Facilitate the collection of both formative and summative evaluation data
- Indicate who is responsible for the evaluation

# Evaluation Plan Requirements

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- Provide the organizational structures that will be employed to oversee the evaluation processes;
- Indicate how the resulting recommendations will be incorporated into the program on an annual basis for continuous improvement;
- Describe the process to disseminate the information from the evaluation.

# Previously Funded Additional Evaluation Requirements

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- Indicate whether the evaluation from the previous grant cycle will be maintained or modified, and provide a rationale for the proposed changes or for continuing to conduct the evaluation as previously approved;
- Describe fully the evaluation process that is being proposed for the new grant cycle;
- Describe how evaluation results from the previous grant cycle were used to make changes to the program;
- Include the local evaluation for each of the past three years of 21<sup>st</sup> CCLC.

# Program Monitoring

Participation in self monitoring, quarterly calls, desk audits or site visits is **required**.

- A-133 audit **required** for grantees over \$500,000 for submission to ISBE
- Some grantees will receive a financial audit from ISBE External Assurance Division
- Monitors will also track the satisfactory completion of other required ISBE documents such as fall and spring survey and PPICS



# 21<sup>st</sup> CCLC

## COMMUNITY CONNECTIONS

# Public Notice of Intent

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- In an effort to generate community partnerships, applicants must give prior notice to the community of their intent to submit an application for a 21st CCLC grant. This communication can be accomplished through venues such as newspapers, public websites, and community meetings. Evidence of this action is not required to be submitted as part of the proposal; however, applicants who are awarded a grant must maintain proof of the community notice for monitoring purposes.

# Community Partnerships

21<sup>st</sup> CCLC program strongly encourages applicants establish collaborative partnerships with community organizations.

Applicants should execute letters of agreement with those entities that will serve as community partners. These letters can be submitted as an appendix to the proposal and should describe the role and responsibilities of the partner including any cash or in kind contributions.

# Memorandum of Understanding for Joint Applications (Appendix B)

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- The commitment to a partnership for the implementation of the 21<sup>st</sup> CCLC program must be documented in a MOU, **must** be submitted with the proposal, and **must** contain:
- The terms of the agreement including the services that will be provided, designation of responsibilities, timelines for action, and all financial arrangements;
- A description of the collaboration among the co-applicants regarding the planning and design of the program.



# Memorandum of Understanding for Joint Applications

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- An assurance that the program was developed together with the LEA, the building principals, and the teachers, and that the program will be carried out in collaboration with all parties;
- A description of each co-applicant's role in the delivery of services;
- An explanation of how resources will be shared to carry out each co-applicant role;
- An explanation of how each co-applicant will have significant and ongoing involvement in the management and oversight of the program;

# Memorandum of Understanding for Joint Applications

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- A description of how the students will be chosen for the program;
- A clear description of the linkage between the school day and the 21<sup>st</sup> CCLC program; and
- A description of how and when data, surveys and information about the 21<sup>st</sup> CCLC will be collected, compiled and shared over the term of the grant.

# Sustainability Plan (7A & 7B)

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Sustainability – how the grantee will maintain the size and scope of the program when 21<sup>st</sup> CCLC funding ends

New Applicants – project other sources of funding (e.g., grants received, donations, in-kind services, and fundraising efforts)

Previously Funded – also include a list of previous sources and if those sources will be used in the new grant

# 21<sup>st</sup> CCLC

## FISCAL INFORMATION

# Funding Levels During the Grant Period

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All grant funds disbursed to administer the 21<sup>st</sup> CCLC program and all related services must be handled in accordance with the authorizing legislation, the corresponding federal guidance, the State and Federal Grant Administration Policy and Fiscal Requirements and Procedures handbook, and 23 Illinois Administrative Code 100).

# Funding Levels During the Grant Period

Funding levels during the grant period for new grantees and previously funded grantees are anticipated as follows.

- The first three years (i.e., FYs 2013, 2014, and 2015) will be level funded at the initial award amount for all grantees.
- The fourth year (i.e., FY 2016) will be funded at 90% of the initial award amount for new grantees and 75% of the initial award amount for previously funded grantees.
- The fifth year (i.e., FY 2017) will be funded at 75% of the initial award amount for new grantees and 50% of the initial award amount for previously funded grantees.

# Budget

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- **Must** align with proposed activities, number of students and families to be served, staffing levels, goals and objectives and evaluation services.

# Allowable Uses of Funds

- Program implementation costs
- Indirect Costs
- Administration (Up to 5% for Indirect and Administration combined)
- Professional Development
- Instructional staff - up to 4 weeks of instructional staff time beyond the normal weeks of programming
- Food costs for family members for meetings that take place during mealtimes up to \$10 per person and food used for culinary classes



# Allowable Uses of Funds

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- Transportation costs
- Technology expenses that are reasonable, allocable, allowable and related to academics and student achievement – require prior approval
- Subcontracting
- Program Evaluation

# Non-allowable Use of Funds

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- Proposal preparation costs
- Pre-award costs
- Overnight or out of state travel for students
- Food for professional development events, faculty, staff, or administrative meetings for staff in any setting except at Family Nights, etc.

# Non-allowable Uses of Funds

- Clothing
- Non-educational incentives of gift cards, cash, gas cards, movie passes, clothing, or other unreasonable costs
- Purchase of equipment without prior approval from ISBE—computers, printers, scanners, etc., regardless of cost
- Daily snack/meal costs (ISBE nutrition, [www.isbe.net/nutrition](http://www.isbe.net/nutrition) or 217/782-2491)

# Non-allowable Uses of Funds

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- Furniture
- Staff events that include retreats, lock-ins, or other events of a similar nature
- Field trips that are purely recreational in nature (have no academic support)
- Membership dues to organizations
- Promotional or marketing items (mugs, pens, totes, banners, etc.)

# Non-allowable Uses of Funds

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- Decorative items
- Capital improvements such as facility construction, remodeling, or renovation
- Classes previously offered and paid for by district or other fund sources
- Supplanting federal, state or local funds

# Continuation Funding

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## In order to receive funds in remaining years

The approval will be based on the substantial progress toward meeting the objectives stated in the approved proposal, use of funds, completion of a continuation application, annual evaluation, and satisfactory monitoring findings.

Grants are not automatically renewed.

# Supplanting

Grantees **must** use funds for the purpose intended and to supplement and not supplant other federal, state, and local funds. This does not prohibit 21<sup>st</sup> CCLC funds from being used to continue programs where a previous grant has ended.

# Coordination of Resources:

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Each applicant must be a good steward of public funds and take action to prevent the duplication of services.

Applicants should identify other federal, state, and local programs that offer before and after school and summer services and work to coordinate and/or combine efforts for the most effective use of public resources.



# Flexibility of Funding:

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Under the ESEA, LEAs are provided certain flexibilities in the use of 21st CCLC funds as described below.

- Consolidation of Local Administration Funds
- Programs
- Rural Education Initiatives

# Flexibility of Funding:

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All applicants and co-applicants must individually comply with all applicable state and federal laws, regulations, and executive orders, including without limitation those regarding the confidentiality of student records.

Further, all co-applicants participating in a joint application must certify that they are individually and jointly responsible to ISBE and to the administrative and fiscal agent for the grant.



# 21<sup>st</sup> CCLC

## **PROPOSAL NARRATIVE**

# Proposal Narrative

- Limit to **30** pages, double spaced
- Requirements
  1. Summarize the comprehensive needs assessment by describing the process used with the school to determine the need for the project in the community, the availability of resources for the center, and the data used to determine the need.
  2. Describe the partnership of the co-applicants and the roles that will be maintained through the life of the grant. Include a plan for linking the school day to the afterschool program.

# Narrative Requirements (cont.)

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3. Estimate the number of students and families to be served.
4. Recruitment and retention plan of the students most in need of academic assistance and the criteria.
5. Identify facilities where the programs will be located.
6. Provide a transportation plan, if the proposed location is other than an elementary or secondary school.
7. Describe how information about the program will be disseminated to the community.

# Narrative Requirements (cont.)

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8. Indicate whether any fees will be charged and the steps to be taken to ensure that families unable to pay can still participate. If fees will be assessed, indicate the fee structure.
9. Identify and describe the activities and services to be provided in a developmentally and culturally-competent manner.
10. Describe the range and type of programs (i.e., after school, before school, summer breaks, weekends, and/or evenings) that will be offered to students.
11. Provide a program schedule of operation.

# Narrative Requirements (cont.)

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12. Describe how the program will academically support college and career readiness skills for all the students engaged in the program.
13. Indicate how 21st CCLC programs will promote parent involvement, family literacy, and related educational development activities.
14. Describe how the proposed activities and services are expected to improve student academic achievement, particularly in the core learning areas, and indicate how they will assist students in meeting the Illinois Learning Standards and local standards.

# Narrative Requirements (cont.)

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## 14. (cont.)

New Applicants: Provide a statement to demonstrate the applicant's ability to be successful in providing educational and related activities that will complement and enhance the academic performance, achievement, and positive youth development of the students to be served.



# Narrative Requirements (cont.)

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## 14. (cont.) Previously funded:

In addition to the above, describe the proposed activities and services to be offered and indicate any changes in programming from the previous grant. Describe any improvements in grades, standardized assessments, behavior, attendance data, or other areas as documented by the program evaluation or other source.

# Narrative Requirements (cont.)

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15. Clearly label, describe, and explain how the proposed program will incorporate innovative and promising practices to support the enhancement of students' academic, social, and career skills.
16. Describe how the proposed activities and services will meet the principles of effectiveness.
17. Describe according to applicant type any previous experience working with after-school programs.

# Narrative Requirements (cont.)

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## 17. (cont.)

New Applicants: Describe prior experience with afterschool programs which are academic-based and provide specific evidence of that experience. Summarize previous successes relative to the experiences.

# Narrative Requirements (cont.)

## 17. (cont.)

Previously Funded Applicants: Describe past program implementation. Include the following information from the most recent program year:

1. Actual number of weeks the program operated versus proposed number of weeks;
2. The average number of hours per week the program operated versus proposed number of hours per week;
3. The average number of students served versus the proposed number of students to be served;
4. The actual services delivered versus the proposed services to be delivered.

# Narrative Requirements (cont.)

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18. Describe the relevance and demonstrate the commitment of each partner in the proposed project to the implementation and success of the project. This should support the history of the partner to implement the services described in the written agreement. Describe the commitment of the appropriate entities to support the project after the grant expires. Describe how the applicant will work collaboratively with the partners and subcontractors as a team to ensure the project accomplishes the specific goals and objectives.

# Narrative Requirements (cont.)

19. Provide a management plan and timeline that outlines how the goals and objectives of the proposed project will be achieved within the established timeframe and within the budget parameters. Identify the major milestones for accomplishing project tasks.

Provide a detailed job description, including required qualifications and experience, for the individual who will be responsible for the daily oversight of the program. Indicate the amount of time the individual will devote to the project. Indicate the name, if known, of the individual who will fill this position.

# Narrative Requirements (cont.)

19 cont...

Provide detailed job descriptions, including required qualifications and experience, for all other project staff. Indicate the amount of time each individual will devote to the project. Indicate the names, if known, of the individuals who will fill these positions.

A table incorporating the various components of the management plan and organized by project goals and objectives is recommended. The inclusion of a personnel chart that also provides the amount of time each proposed staff member will devote to a given activity is encouraged.

# Narrative Requirements (cont.)

19 cont... Applicants other than LEAs must also provide the following information.

- A. A brief description of all of the services provided by the applying entity;
- B. A description of the applying entity's current programs and activities relative to the services described in this RFP;
- C. Evidence of the applying entity's cultural and linguistic competence to provide services as described in the proposal.
- D. A description of existing linkages with community resources and services, particularly the organizations addressing substance abuse treatment, mental health treatment, and other human services that will not be provided by the applying entity.



# Narrative Requirements (cont.)

## 20. Provide a communication plan

- Describe the process of how the community learning center will communicate with the principal of the school(s) and/or teachers of the participating students to ensure that grades are collected, teachers' surveys are distributed and collected, and state assessment scores are gathered. In this process there should be a clear linkage between the school day and the before/after-school day.
- Describe communication plan.

# Narrative Requirements (cont.)

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20 cont...

- A. For those applicants proposing off-school sites, describe how communication will be conducted between school and center staff.
  
- B. Describe how feedback will be collected from and shared with staff, community members, parents, and other stakeholders to ensure continuous program improvement.

# Narrative Requirements (cont.)

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21. Describe the ongoing professional development that will be provided and how that training will contribute to improvements in the community learning center program.
22. For those applicants proposing to use senior citizen volunteers for 21st CCLC activities, describe how volunteers will be recruited and their roles and activities in the grant. Explain the working terms for non-paid staff and indicate how criminal background checks will be conducted.

# Narrative Requirements (cont.)

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23. Describe how federal, state, and local funding will be used in coordination with 21st CCLC grant funds to maximize the effective use of public resources. Indicate any afterschool programs already in operation and identify specifically all other funding sources that will be used to supplement the program.

# Narrative Requirements (cont.)

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24. Describe any established partnerships with other LEAs, CBOs, FBOs, or other private and public organizations to implement and operate the program, if applicable.



# 21<sup>st</sup> CCLC

## **PROPOSAL FORMAT**

# Proposal Specifications

- Submit one original, four copies, two electronic copies with the application and all attachments and appendices;
- Typed, using 1-inch margins, double-spacing and 12-point font;
- Pages **must be numbered and contain headers** on each page identifying the applicant;
- No spiral binding or binders; and
- No supplementary materials should be included and will not be reviewed.

# Cover Page - Attachment 1

---

## Complete fully

- RCDDT code
  - New grantees may have no code if non-school districts
  - Code will be issued if successful
- Applicant name, address, etc.
- Co applicant name, address, etc.
- Contact person information
- Applicants' original signatures



# Cover Page - Attachment 1

---

- Fiscal Agent original signature
  - Entity that is not an LEA district cannot submit to work with a school without permission and signoff from district superintendent
  - Applicants working with CPS schools need signature of district's designee

# Program Summary - Attachment 2

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- A. Applicant Name(s)

## **Check boxes for:**

- B. Non-public/private Consultation
  - Submit Attachment 11 A/B signed
- C. New or previously funded applicant
- D. Which competitive priority points you are applying for

# Attachment 2

- E. Total Funds Requested
- F. Total Number of After School Sites
- G. Total Number of school districts/partners

*Partner Information (Provide letter from each explaining role and contributions attached as Appendix A and describe in the narrative – listed partners should match attached letters)*

- H. End Date Requested

# After School Sites - Attachment 3

- Complete all information requested
- Very important to have contact information for main contact
- Complete a sheet for each site (duplicate as needed)
  - Multiple schools may be served at each site
  - Complete all information for each school
    - Mark “yes” or “no” if served previously by this applicant
  - Give projected enrollments
  - Provide the grades to be served
  - Academic status of the school

# Proposal Abstract - Attachment 4

---

- RCDT code must be entered if known
- Fiscal agent is applicant
- Limit abstract to one page, double spaced
- Describe the overall objectives and activities of the project including needs, proposed activities, intended outcomes and key people

# Project Services Chart - Attachment 5

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Complete the required information regarding

- School Year Services
- Summer Services
- Amount Budgeted for each Site

# Project Services Chart Attachment 5

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File Edit View Document Tools Window Help

14 / 51 113% Sign Find

Please fill out the following form. You can save data typed into this form. Highlight Fields

**FY 2012 21st CENTURY COMMUNITY LEARNING CENTERS PROGRAM**

ATTACHMENT 5

**PROJECT SERVICE CHART**

**(COMPLETE SEPARATE SHEET FOR EACH SITE)**

Page \_\_\_ of \_\_\_

APPLICANT NAME (Fiscal Agent)	REGION, COUNTY, DISTRICT, TYPE CODE		
SITE NAME	AMOUNT BUDGETED FOR SITE \$ _____		

SCHOOL YEAR HOURS PER WEEK				
	Before School hours per week	After School/Evening hours per week	Weekend hours per week	Total
# of hours available for Student participation				0
# of hours available for Family Members participation				0

Total # of weeks programming is implemented during the regular school year: \_\_\_\_\_

SUMMER HOURS PER WEEK			
	Hours Per Week	Weekend Hours Per Week	Evening Hours Per Week
# of hours available for Student participation			
# of hours available for Family Members participation			

Hours Per Week\_# of hours available for Family Members participation

Total # of weeks programming is implemented during the summer: \_\_\_\_\_

# Evaluation - Attachment 6

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- Limit to **2** pages
- Describe evaluation to be conducted to show success of program
- Include quantitative and qualitative measures
- Show how evaluation will be used for continuous improvement
- Indicate the methods to be used and data to be collected

(for more information see pg 16)



# Sustainability Plan

## Attachments 7A/B

- Limit to **3 pages**, including chart
- Describe the amounts and sources of additional funding that will be used to maintain the size and scope when 21<sup>st</sup> CCLC funding ends
  - Complete chart
- Describe the preliminary plan for how the proposed program will continue to exist when all 21<sup>st</sup> CCLC funds cease

(for more information see page 19)

# Goals and Objectives

## Attachment 7C

- Create at least three local **S.M.A.R.T.** (specific, measurable, attainable, relevant, time bound) goals for the program. <http://www.isbe.net/21cclc/PDF/smart-goal-checklist.pdf>
  - Describe the objectives and measurable outcomes to reach each goal
  - Identify the State Performance Objectives which aligns to your goals and objectives
  - Goals and objectives must be related to areas such as:
    - Student achievement in core academic areas
    - Family involvement
    - Attendance

# Goals and Objectives

## Attachment 7C

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Please fill out the following form. You can save data typed into this form. Highlight Fields

**FY 2012 21ST CENTURY COMMUNITY LEARNING CENTERS PROGRAM**

ATTACHMENT 7C  
Page  of

DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	SOURCE OF FUNDS CODE <b>4421</b>
--------------------------	-------------------------------------	-------------------------------------

**Directions:** Create a goal for the program and describe your program's objectives and measurable outcomes to help you reach that goal, include a strategy to help you achieve the objective and a target date for completion. For each goal and their objectives the grantee will need to identify and align to the State Performance Indicators in Attachment A. The grantee must have at least 3 local goals and objectives related to areas such as: student achievement in the core academic areas as aligned to the Illinois Learning Standards, family involvement, sustainability, attendance and participation to complete this attachment. Goals must be specific, measurable, attainable, relevant, and time bound (S.M.A.R.T.).

**Example:**  
**Goal:** 70% of regular attendees will demonstrate an increase in involvement in at least one school activity and in other subject areas such as technology, arts, music, theater, and sports and other recreation activities by the end of the 3 year grant period.

21st CCLC Goal #

Objective (1)	State Performance Indicator (2)	Measurable Outcomes(s) (3)	Strategy or Activity (4)	Target Date for Completion (5)
<b>Example:</b> Participants will demonstrate an increased involvement in school activities and in participating in other subject areas such as technology, arts, music theater, and sports and other recreation activities.	Students participating in the program will have a higher attendance rate and a change in their attitudes toward school.  Students participating in the program will graduate from school.	Attendees will have an increase in attendance rates by 10%.  Attendees will have an increased graduation rate by 10%.	Incorporate age appropriate enrichment activities that foster an appreciation in subject areas such as technology, arts, music, theater and other recreation activities.	June 1, 2012  June 1, 2012

# Budget Summary - Attachment 8

- Refer to fiscal handbook at [http://www.isbe.net/funding/pdf/fiscal\\_procedure\\_handbk.pdf](http://www.isbe.net/funding/pdf/fiscal_procedure_handbk.pdf) see Appendix B which defines what goes specifically in each function and object code.
- Administrative cap 5%—Function 2300 including indirect costs (for the indirect cost rate see [www.isbe.net/finance/default.htm](http://www.isbe.net/finance/default.htm))

# Budget Breakdown - Attachment 9

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- Be sure to complete as accurately as possible
- Get help
- Refer to fiscal handbook (from previous page)
- Describe expenditures completely and put into correct function and object codes
- Make sure costs are reasonable

# A Word About Budgets

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## **Be practical—**

- Don't ask for more funds than needed
- Make sure instructional costs are adequate and a major component of the budget
- Don't pay exorbitant salaries
- Don't overload with staff—especially admin staff
- Don't send in a budget that is excessive per pupil amount

# A Word About Budgets (cont.)

---

- Don't include indirect costs until the rates are available
- Make sure costs are aligned with the proposal
- Double check your math!!!
- Costs for evaluation should be reasonable

# Subcontractors - Attachment 10

---

If subcontractors are to be used for any purpose, complete Attachment 10

- Subcontractors must be approved by ISBE
- Details of subcontracting budgets must be included in budget
- Contracts are always budgeted in Object 300 of the budget
- The amounts budgeted for subcontractors in the budget should match what is listed in Attachment 10



# Equitable Participation of Private/Public Schools

Refer to Attachment 11 A and B

- Private and/or public school official and applicant **must** sign off that this has been done
- Original signatures **required**
- One attachment needed for each school
- Duplicate as necessary

**\*If no private schools are participating this form must be filled out with N/A and signatures**

# State Required Graduation Courses

## Attachment 12

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- If program is to offer credit for courses that are required for graduation, this attachment must be signed and attached with proposal.
- If courses are to be provided that are not required, this does not have to be completed, but a complete description should be provided in the application.

# Program Specific Terms of the Grant

## Attachment 13

Attachment 13 A and B—read carefully for program specific terms of the grant

### A. Safe and easily accessible sites

- Elementary, middle, secondary schools; or
- Locations as safe and accessible as schools
  - Facility meets local standards and codes

### B. Grantees must make available a description of how students will travel safely to and from the site and home

- Funds (reasonable amounts) from grant can be used for transportation, including public transportation

# Program Specific Terms of the Grant

## Attachment 13

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- C. Funds will be used to increase the level of state, local and other non-federal funds that would be made available. In no case supplant federal, state, local or non-federal funds.
- D. Program will target students who attend schools eligible for schoolwide programs under Title I.
- E. Notice of intent to submit.
- F. Develop and carry out active collaboration with schools the students attend.
- G. The organization will meet all statutory and regulatory requirements of this program.

# Program Specific Terms of the Grant

## Attachment 13

---

- H. Keep attendance records.
- I. Conduct criminal background checks.
- J. Train for and report suspected child abuse and neglect.
- K. Get permission to use students for public relations purposes.

# Program Specific Terms of the Grant

## Attachment 13

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- L. Not delinquent in payment of debts to State.
- M. Submit an annual performance report.
- N. Attend mandated workshops and trainings provided by ISBE.
- O. Grantees will submit additional information requested by the State Superintendent of Education.
- P. Provide annual evaluations and participate in the statewide evaluation.
- Q. Course Credit.
- R. Adhere to the timelines of the continuation application.

# Certifications and Assurances

## Attachments 13-16

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- Complete with required signatures
- Co-applicants must sign Attachment 13
- Co-applicants must sign Attachment 14

# Section 427 of the General Education Provisions Act - Attachment 17

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- Attachment 17—GEPA
  - This is the “nondiscrimination” statement that districts and other entities have on file



# Federal Funding Accounting and Transparency Act - Attachment 18

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- Attachment 18 - FFATA

# Appendices

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Appendix A – Letters of Agreement

Appendix B – Memorandum of Understanding

Appendix C – Evaluation

Appendix D – Job Descriptions



# 21<sup>st</sup> CCLC

## **CRITERIA FOR REVIEW**

# Review Process

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- Grants will be read by three reviewers
- Scores will be averaged
- Scores will be ranked scored
- Recommendations will be given to State Superintendent of Schools
- Award letters will go out

# Geographical

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- It is the intention of ISBE to award grants equitably to the extent practical among geographical regions of the State.
- ISBE plans to award not more than 50% of eligible funds to any one region based on the 10 regions of the State.

# Seven Selection Criteria

- Maximum of 100 pts
- Must receive 70 pts to be eligible for competitive priority pts
  1. Need for the project 10 pts
  2. Quality of Project Services 30 pts
  3. Quality of the Management Plan 15 pts
  4. Adequacy of Resources 15 pts
  5. Quality of the Project Evaluation 10 pts
  6. Plan for Sustainability 10 pts
  7. Cost-Effectiveness 10 pts

# Rubric

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- Previously funded grantees and new grantees will be scored on different rubrics
- The RFP provides the requirements of each type of grantee. Review those requirements related to your submission

# Need for the Project 10 points

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The following factors will be considered:

- The magnitude or severity of the need(s) to be addressed by the proposed project is substantiated in the needs assessment and in the analysis of state assessment results and other academic achievement factors;
- The proposed project addresses the specific gaps and weaknesses in services, infrastructure, or opportunities as identified by the needs assessment; and
- Demographic and/or behavior data provide convincing evidence as to the need for the learning center in the proposed school or schools.



# Quality of Project Services 30 pts

The quality and sufficiency of strategies for ensuring equal access to and services for eligible project participants will be considered, in addition to:

- The quality of strategies for ensuring equal access to services for eligible project participants are sufficient;
- The services to be provided including student transportation are appropriate and commensurate to the needs of the intended beneficiaries of the services;
- The services to be provided reflect current research-based and effective practices;
- The services to be provided are likely to have a positive impact on student academic performance and other intended outcomes; and
- The plans to recruit and retain students who are the lowest achieving students are practicable.

# Quality of Management Plan

## 15 pts

The following factors will be considered:

- The management plan is practicable, and the proposed activities are likely to contribute to the achievement of program goals and objectives. The management plan includes major milestones and a realistic timeline, and proposed activities correlate to the proposed budget;
- The time commitments of the project director and other key project personnel are appropriate and adequate to meet the goals and objectives of the proposed project; and
- The procedures for collecting and sharing feedback to the staff and the community for the purpose of continuous program improvement are practicable.

# Adequacy of Resources 15 pts

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The following factors will be considered:

- Previous experience and/or capacity demonstrate the ability to provide educational and related activities that will complement and enhance the academic performance, achievement, and positive youth development of the students to be served;
- The grantee has funding in place to supplement the program;

# Adequacy of Resources 15 pts

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- The relevance and documented commitment of each partner in the proposed project support the likelihood of project success; and
- The potential for continued support of the project after the grant expires is evident and practicable.

# Quality of Project Evaluation

## 10 pts

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The following factors will be considered:

- Evaluation methods include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data;
- The evaluation plan sufficiently incorporates all the state (i.e., as provided in Appendix A of this RFP) and local objectives, indicators, and measures (i.e., as proposed in Attachment 7C);

# Quality of Project Evaluation

## 10 pts

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- The program evaluation process includes procedures for providing performance feedback to the staff and community and permitting periodic assessment of progress toward achieving intended outcomes;
- The program evaluation process includes procedures for reviewing and analyzing results and making recommendations for program improvement; and
- The program evaluation process includes sufficient controls to ensure that the evaluation is administered as proposed.

# Plan for Sustainability 10 pts

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The following factors will be considered:

- Proposed partnerships adequately reflect the community as a whole;
- Written letters of agreement from each community partner sufficiently detail the roles and responsibilities of the partnerships;
- The contributions of co-applicants, if applicable,

# Plan for Sustainability 10 pts

- The contributions of resources from each community partner, either cash or in-kind services, over the course of the grant are sufficient to sustaining the program after the grant expires;
- The plan to identify and recruit additional partners who will contribute useful and meaningful resources specifically aligned to program needs during the grant period and after is practicable; and
- The extent to which the size and scope of the program can be sustained after the grant expires is realistic.



# Cost Effectiveness 10 pts

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The scope of activities is reasonable in light of the amount of funding to be provided. The project is cost-effective relative to the number of students and families to be served and the types of activities proposed. The proposed budget sufficiently aligns to the narrative description and the program's goals and objectives.

# Grant Competition Priorities (30 points)

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- Schools in Federal Improvement or State Academic Status: (5 pts)
- Programs serving in the Lowest Performing Schools: (10 pts)
- Programs with Innovative and Promising Practices: (10 pts)
- Programs serving Middle and High Schools: (5 pts)



# 21<sup>st</sup> CCLC

## COMMON MISTAKES

# Incomplete Applications

- Missing signatures: all forms with signature lines must be signed.
- Missing forms: if a form is not applicable to the applicant put N/A in the form and sign.
- Missing RCDDT codes (if applicant has one).
- Missing attachments.
- Missing appendices.
- Budget not adding up.

# Disallowed

- Works cited pages (cite in text)
- Budgets adding up over 5% general administration allowance
- Attaching information not requested:
  - Letters of endorsement/testimonials
  - Newsletters
  - CDs or DVDs (containing information other than the proposal material)
  - Other



# 21<sup>st</sup> CCLC

## RESOURCES

# RFP Appendices - A and B

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- A. Statewide Goals and Objectives
- B. Function and Object Descriptors to assist with budget preparation

See [www.isbe.net/21cclc](http://www.isbe.net/21cclc) for valuable program resources

# APPLICATION REMINDER

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**All Applications are due to either the Springfield or Chicago office no later than 5:00 p.m. on September 18, 2012!**



# Contact Information

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- Marci Johnson [marjohns@isbe.net](mailto:marjohns@isbe.net)
- Mike Hatfill [dhatfill@isbe.net](mailto:dhatfill@isbe.net)

**Illinois State Board of Education**  
**100 N. 1<sup>st</sup> St. N-242**  
**Springfield, IL 62777-0001**  
**217-524-4832**

**ISBE 21<sup>st</sup> CCLC website, [www.isbe.net/21cclc](http://www.isbe.net/21cclc)**